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Business and Economics Graduates in Romania: Socially Responsible or Socially Alienated?

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Introduction

There is no history of teaching corporate social responsibility in Romania. This is a pioneering attempt to start a written history of teaching social responsibility, in particular, corporate social responsibility, in the higher education institutions of Romania. In a higher education system with no relevant codes of ethics or standards of quality, teaching social responsibility is both a challenge and a hope. The challenge is to depict the problem in strong enough terms to be taken seriously but also light enough to foster hope and faith. The aim of this paper is to explore the role of university business and economics faculties in educating the future business elites in a socially responsible manner, tackling issues such as student disappointment with the level of skills and knowledge currently offered by the universities. The study is based on original data documenting the state of teaching corporate social responsibility in Romania, reviewed in the wider context of teaching corporate social responsibility in Europe. The study promotes three alternative solutions to further socially responsible education, analyzed according to a set of criteria and concluding by devising recommendations for all the corporate social responsibility education stakeholders.

Higher Education and Social Responsibility

Unlike other parts of Western Europe, Romania has high numbers of young volunteers aged 15 to 25, an overwhelming 74.29 percent of the total number of volunteers and another 9.41 percent aged 26 to 35, as reported by the volunteer centers in 2004. Out of the total number of volunteers, 77 percent are students. Among the reasons to volunteer they report, the most important are the need for acquiring practical skills and knowledge, the desire to experience a real working environment, the need to explore and test possible working environments they may target after graduation, and the need for professional contacts in their respective field of interest. There are no statistics to show what percentage of the total number of students are volunteering, but those who choose volunteering are usually those who are seriously preoccupied by their future. This number is not expected to be too high, as a study from 2001 shows that only 13 percent of the Romanian population reports engagement in volunteering activities. Discussing with students in volunteer selection and placement interviews, volunteer coordinators uncover the disappointment many of them face once entering the higher education system. This is either because the respective specialization offers something other than they expected or because the amount of memorization required in their courses seriously outweighs the degree of practical skills and abilities offered as part of the formal curricula. This description fits perfectly within the wider context of citizen participation in Romania, depicting a rather disengaged population that still relies upon the government to address any societal problem and not perceiving individual social

responsibility or attempting to improve living conditions in their given community through own initiative.

At the other end of this story lays another source of inspiration: the relationship between the non-profit and the business sectors in Romania. A recent study² on philanthropic behavior of the business community in Romania conducted by the Association for Community Relations (ARC) and Allavida (2003) shows that most Romanian companies do not have a strategy for becoming involved at the community level, even though a majority have donated in kind and in cash in the previous year³. Philanthropic behavior of the Romanian business community tends to be local and occasional in scope, subjective and reactive in motivation, and unrelated to any business strategy. The most often quoted motivation for donations is humanitarian (including helping the children and/or the poor) – 74 percent – as compared to the surprising 2 percent companies who mentioned publicity as a motivation to donate. This may account for why fields such as environment protection, human rights promotion and/or civic education, which imply giving-back-to-the-community, are not among the preferred donation areas of Romanian companies. Most philanthropic acts emerge from emotional rationales and follow a reactive approach, limited to the giving act, without embedding the idea of giving-back-to-the-community. Attitudes towards greater business engagement in the community develop mostly from multinational companies bringing into Romania their social responsibility initiatives and policies at company level. By contrast, the engagement of Romanian companies in the community remains limited.

Donations by
Romanian
businesses:

By type

- In cash (15%)
- In kind (10%)
- In cash and in kind (14%)
- None (61%)

By frequency/year

- Once (25%)
- Twice (20%)
- Three times (13%)
- Four times (9%)
- Five times (9%)
- More than five times (24%)

(ARC-Allavida
2003: 32, 35)

Post-communist Romania is striving to radically change and embrace democratic values and procedures. Huge progress has been made, but the current challenge has narrowed to changes that target an entire way of thinking and the political culture itself. This requires significant redefinition of the citizens' relationship to the political system in the sense of assuming individual responsibility towards society. One major field of such change is the education system, with the universities being the main actors with the means to produce such change. The present situation in Romanian universities far from allows successful tackling of such challenges. A recent study on ethics in the Romanian universities⁴ shows a high degree of criticism by students concerning the quality of educational services provided by the universities, 41 percent point to the limited involvement of the university professors in advising students on drafting projects and/or graduation papers. Another 35 percent point to difficult communication with professors, while over 50 percent of students complain of limited possibilities for expressing personal opinions and interpretation of the subjects taught.

Faced with such a situation, the need for a change in approach becomes obvious. Universities need to take the lead in transforming Romanian society and assume the difficult role of becoming visible, responsible and involved actors in their respective communities. The higher education landscape in Romania has diversified significantly in the past decade not only from the point of view of the specialties offered but also because of the emergence of private higher education institutions. There is a need for a service-oriented approach that will attract not only high number of students, but also the best students in order for the university to maintain a

“Schools and universities have to still reform Soviet-era pedagogy and curriculums, and are often short of both capacity and teaching talent. But that’s something that every post-communist country is still grappling with.” (The Economist 2005b: 70)

high profile in the field. The emerging education market in Romania challenged universities teaching styles that were often “still rooted in communist-era thinking: inefficient, old-fashioned, largely immune from competition.”⁵ Others point to the positive effects of a reformed higher education system: “In countries that have liberalized higher education, private-sector entrants have begun to make a difference. But schools almost everywhere still prize memorization and regurgitation over critical thinking and creativity. That encourages cheating and corruption – and is bad for long-term competitiveness.”⁶

The focus of this study is the education in the business and economics faculties in Romania which educate the future business elites. One of the reasons for the prominence of such faculties is the recent evolutions in the former communist states. Social, economic and political transition processes have proved that the state does not have the capacity to provide solutions to all social and community problems, implicitly raising the question of whose responsibility it is to do what in order to have a healthy and rewarding society. The business sector has been identified as the missing link in the challenging puzzle of such social problems. A culture of corporate involvement in community began to develop, encompassing a wide range of specific actions, from philanthropy to volunteerism and cause related marketing, along with a series of corporate concepts such as corporate governance, corporate social responsibility, corporate citizenship, corporate community involvement, or corporate volunteerism. All of these aimed at promoting and stimulating the implication of the business sector at the community level as a way of social responsibility. The stakes of reforming the business and economics higher education becomes more important in this context, an appropriate change addressing two levels of social responsibility: individual social responsibility and corporate/business social responsibility.

Teaching social responsibility is one way of tackling the proposed change of business and economics higher education. Corporate Social Responsibility (CSR) emerged as promising concept framing the business engagement in the society to address severe societal challenges that governments and non-profit sector failed to successfully address. The concept is specific and comprehensive, allowing for a diversity of approaches by the business sector to act in a socially responsible manner and uniting under its wide umbrella a range of concepts and practices that allow for tailored solutions for various problems, serving diverse interests and engaging a large variety of stakeholders. CSR entered the political and economic mainstream at the UN’s World Summit on Sustainable Development in 2002.⁷ Subsequently, the European Union has issued several official documents promoting CSR and supporting its Europe-wide implementation.⁸ They recommend a multi-stakeholder approach to CSR in order to reach the strategic goal adopted by the Lisbon Summit of March 2000, namely to become by 2010 “the most competitive and dynamic knowledge-based economy in the world, capable of sustaining economic growth with more and better jobs and greater social cohesion”.

Teaching Corporate Social Responsibility – The State of the Field

Inquiries into CSR teaching in Europe started in the early 1980s and have grown constantly in the 1990s, some of the most important overviews belonging to Mahoney (1990), Zsolnai (1998), (Cummins), Cowton and Cummins (2003)⁹. So far, there have been no attempts to map CSR teaching in Romania. However, CSR is not an unknown concept and several initiatives have been developed in the past 4 years¹⁰, although none of them directly linked with the higher education. This next section looks at the latest evolutions of CSR teaching in

Europe and presents the main findings of an inquiry into CSR teaching in Romania based on a curriculum analysis of the business and economics faculties in Romania and complemented by a student survey investigating CSR knowledge.

Teaching Corporate Social Responsibility (CSR) Across Europe

A recent study on CSR Education in Europe conducted by Matten and Moon (2004) argues that “CSR is an idea whose time has come in Europe (Wolf 2002). It is manifest in: company communications; company organizational structures; company reports and audits; new business coalitions; new consultancy firms; portfolios of traditional business consultants; government policies; and media coverage.” It highlights the growing number of higher education institutions across Europe favoring inclusion of CSR related knowledge in their formal curricula.

The Matten and Moon (2004) survey on CSR teaching in Europe revealed over 23 different **Challenges for business education providers:**

- * provision of graduates with CSR skills;
- * supply of CSR education for practitioners;
- * specialist CSR education for industries;
- * research to advance CSR knowledge. (Matten and Moon 2004)

program labels for CSR teaching, the most common being sustainable development, environmental or ecological management and business ethics. Other labels range from corporate and public governance to culture, diversity, leadership or stakeholder management, the label CSR itself being used only by 11 percent of the surveyed universities and business schools, as the same study shows. CSR education appears as “a dynamic platform for teaching a number of current societal issues.”¹¹ The types of CSR education programs and/or modules ranges from undergraduate studies to MA/MSc and MBA programs, supplemented by executive education and short courses and by PhD programs focused on CSR¹².

Inquiries into the mainstreaming of CSR education by Matten and Moon (2004) point to 47 percent of the surveyed higher education institutions offering optional CSR modules, 38 percent embedding CSR in other existing modules and courses, 27 percent including CSR in compulsory modules and 20 percent choosing other CSR teaching activities (such as seminars, special events, conferences etc.). Combinations of the above are also possible. It should be noted the diversified approach to teaching CSR, more specifically the explicit engagement of other stakeholders (civil society, media, business etc.) in CSR teaching. “The role of NGOs, reported by two thirds of respondents, is particularly interesting as it represents the introduction of a new community of practitioners to business schools. One might speculate that through CSR teaching business and education managers might be assisted in overcoming more traditional boundaries and improving their wider engagement.” (Matten and Moon 2004)

European Academy of Business in Society (EABIS) data base of CSR teachers and researchers gathers over 3,000 entries.

CSR Teaching Tool	% using the tool
Business speakers	32%
CSR case studies	25%
NGO speakers	20%
CSR professional speakers	17%
Internships	6%
Communications /media speakers	5%
Other	17%

Source:
Matten and Moon 2004

Teaching Corporate Social Responsibility (CSR) in Romania

As compared to the European situation, CSR teaching in Romania is almost non-existent, at least not explicit. Two methods have been used to assess the level of CSR teaching in Romania: a curricula analysis of business and economics faculties in Romania and a student survey on students in business and economics from the same universities¹³.

The curriculum analysis of the business and economics faculties in Romania was based on the list of labels attached to CSR teaching across Europe as identified in the Study “CSR Education in Europe” by Matten and Moon (2004). It sought out particular topics and/or similar topics included in the curricula of Business faculties and marketing and management specializations from the Economics Faculties in Romanian Universities¹⁴. The main results are presented in Table 1 below:

Table 1: CSR Teaching in Romania – Curriculum Analysis

CSR Module Label in Europe	Course Title in Romania	Location
1. Business Ethics	Business Ethics	Cluj Napoca, Iasi
2. Corporate Social Responsibility		
3. Ecological/Environmental Management	Environmental Law	Cluj Napoca
	Environmental Economy	Iasi
	Environmental Economy and Protection	Cluj Napoca
4. Globalization, Geopolitics		
5. Sustainable Development	Sustainable Development Management	Cluj Napoca
6. Business and Society		
7. Corporate Citizenship		
8. Corporate Governance		
9. Diversity Management	Strategic Management	Cluj Napoca, Iasi
	Intercultural Management	Iasi
	Change Management	Iasi
10. Community Marketing	Strategic Marketing	Bucharest
	Social-political Marketing	Bucharest
	Services Marketing	Cluj Napoca, Iasi
	Direct Marketing	Iasi

Note: No data is available yet for Timisoara University, it will be added for the final paper.

The data in Table 1 shows that 5 of the 10 most common labels of CSR modules in Europe can also be found in Romanian universities curricula, some using the same title, others using labels that can be somehow assimilated with the European ones. It should be noted though that in Romania there is no class explicitly called Corporate Social Responsibility.

The student survey¹⁵ complements the above data with information concerning the level of CSR knowledge and sources of information about CSR of students in the 3rd and 4th years of study in business and economics (marketing and management specializations) faculties in Romanian Universities. From the 10 CSR labels included in Table 1, students reported attending classes on Business Ethics, Sustainable Development, Community Marketing and Ecological/Environmental Management, but only 12 percent indicated that these modules/classes referred in any way to CSR.

Only 1.87 percent of the surveyed students declared themselves familiar with the CSR concept to a large and/or very large extent, while 19 percent declared they are somehow familiar with the concept. An overwhelming 76.25 percent of the students have very little knowledge on CSR, out of them 42.50 percent declaring they have never heard of CSR, having only 2.50 percent non respondents for this item.

In terms of sources of information on CSR, a surprising 30 percent of the students indicated mass-media as their source of information on CSR. Other sources listed were conferences (7.50%), non-profits (5.62%), Junior Achievement Modules (optional modules taught outside the formal curricula), the internet and the workplace, all of them below 3 percent. A large percent of students (30.62%) did not respond to this question. While 18.12 percent of the students indicated classes as source of information on CSR, only 8 percent could define CSR correctly, 20.62 percent failing in this attempt, while the large majority of 71.20 percent not tried to define CSR at all. This data supports the claim that CSR is rarely mentioned within classes taught in business and economics faculties, the concept being marginal to various disciplines. At the same time, it should also be noted the degree of dissatisfaction of students in regard to the level of practical skills and abilities provided by the current curricula, over 61 percent of students declaring they get little or no practical skills and knowledge to facilitate their successful integration on the labor market after graduation.

Transforming Business and Economics Education – the Path Towards Educating the Future Socially Responsible Elites

The first three sections highlighted the reality of CSR teaching in Romania, highlighting that little or no CSR education is provided by Romanian business and economics faculties as part of the current curricula. Data also points to the limited student development opportunities outside classes, along with little or no practical skills and abilities acquired during the formal education. The main problem is the focus of Romanian universities on lectures rather than on practical assignments and applied teaching, along with old curricula encompassing little or no modern concepts and societal trends such as corporate social responsibility. The results are dissatisfied students, low levels of employment and social alienation of youngsters not trained as responsible individuals and responsible future leaders.

This next section will focus on alternatives to the stated problem. The alternatives target diversification of topics taught in business and economics faculties in Romania by including CSR as a core concept. Teaching CSR will allow for opportunities for practical skills development, exposing students not only to the concept, but also to the latest debates on the role of the business sector in the society. The purpose of this section is to describe some available alternatives that address some problems faced by the business and economics higher education institutions, in terms of the need to attract more and high quality students, gaining prestige and expertise and positioning universities as engaged and socially responsible actors within the community. The ultimate goal of the discussed alternatives is to point to the role of higher education system in generating and supporting the needed social change of the Romanian transitional society.

To what extent do you think the current curriculum provides you with enough practical skills and abilities to facilitate your successful integration on the labor market after graduation?

Large and very large extent	5.62%
Somehow enough	29.37%
Small and very small extent	51.25%
Not at all enough	10.00%

“The research department of BMG conducted a survey on a sample of over 500 businesses active in Romania focused on their social responsibility projects between 2003 and 2004. There were 160 companies that responded to the BMG survey. Among the respondents, 33% are Romanian capital companies, majority of them in the field of IT&C (22%). The fields they were involved in during 2003 and 2004 were the social field (43%), followed by education, health, arts and culture and sport. The donations range from 500 euro to over 2 million euro. The majority of the companies donated from 10,000 to 50,000 euro.” (Biz 2005: 20)

Three alternative solutions will be discussed:

Option 1: Including CSR as a theme in the existing courses

Option 2: Introducing CSR course in the curricula (core and/or elective)

Option 3: Offering within the university a combination of extracurricular CSR focused activities (seminars, lectures, study visits, projects, practical activities etc.)

The options will be analyzed and compared according to the following criteria:

1. Existence of capacity and trained people
2. Opportunity for practical projects/activities for students
3. Number of stakeholders involved in implementation
4. Costs of implementation
5. Degree of reaching the target group (students)
6. Quality and diversity of CSR information
7. Degree of integration of CSR among other knowledge
8. Compliance with reforming trends and European standards
9. Compliance with existing bureaucratic procedures

Embedding CSR as a theme in the existing courses

The first option to include CSR within existing courses, this being also the choice of 38 percent of the European institutions included in the Matten and Moon 2004 study. Implementing this solution would assume that each courses that used potential labels for CSR education (see section 3.1 above) would include knowledge on the concept and practice of CSR. Connections should be made between CSR and the main topic of the course and CSR should be integrated in a reasonable proportion in the practical and/or written student assignments. Embedding CSR knowledge in the existing courses would insure a very high number of students are exposed to CSR education as part of the formal courses already taught, including the compulsory ones. This approach would help integrate CSR knowledge within other core concepts in business and economics. The danger to be avoided is that CSR will be a rather marginal concept, diluting the content and value of the concept. Among the implementation issues to be considered, the most important appears to be the high number of professors who agree to include CSR in their existing courses and who should be somehow trained in teaching CSR, due to the variety of classes that are likely to include CSR related knowledge, as previous curriculum analysis revealed. For an evaluation of this alternative according to the criteria for analysis and comparison please refer to Annex 1.

Introducing CSR courses in the curricula

Another solution is to create special courses with the topic of Corporate Social Responsibility, as either core or an elective. Teaching optional modules on CSR was the most preferred approach to mainstreaming CSR by the European universities (47%) while 27 percent chose to implement compulsory modules on CSR. Teaching a special course on CSR allows an in-depth exposure to the concept and practice of CSR, ensuring the unity of the concept. CSR can be a topic of practical assignments and given the available time, other stakeholders of CSR development can be involved in the teaching process. Some issues to be considered include the bureaucratic procedures to be followed in order to include a new course in the formal curricula. According to the type of course, its degree of reaching the students will vary from 100 percent if it is compulsory to less or even none if optional. Besides the bureaucratic question, the novelty of such classes, the limited capacity and training available on teaching CSR in Romania needs to be borne in mind. It can mean building a new class from zero local experience and based only on European knowledge and tools. For an evaluation of this alternative according to the criteria for analysis and comparison please refer to Annex 1.

Offering within the university a combination of extracurricular CSR teaching activities (seminars, lectures, study visits, projects, practical activities etc.)

The third option for promoting CSR education consists of providing, under the university umbrella but outside the formal curricula, a combination of teaching activities such as seminars, lectures, conferences, special events, and practical projects. This may allow for the highest degree of diversity of approaches to CSR, along with the highest level of opportunities for practical skills and knowledge on the topic. It allows the engagement of a large number of CSR stakeholders (non-profits, businesses, media etc.) supplementing the lack of trained

academic staff on teaching CSR. From a practical point of view, it requires large amounts of administrative work to organize the events/lectures/seminars and other activities. A very committed person is needed to successfully implement this alternative. Some of the risks to be considered are that CSR will be approached mostly from practitioners' perspectives, diminishing its value as a theoretical concept and making difficult its integration into the core business and economics education. The number of participating students cannot be estimated too high since there are no formal requirements of any kind and no official recognition of such activities. For an evaluation of this alternative according to the criteria for analysis and comparison please refer to Annex 1.

Conclusions and Policy Recommendations

Social responsibility is a huge challenge and societies need to be well trained to successfully adapt. For the former communist countries, the changed role of the state and the emergence of other important actors is a very important change. The state is no longer the lonely player of the societal game, making and breaking its own rules. A responsible and active citizenry is needed. A reliable and professional education system is the key. Looking at the place and role of the universities in generating and sustaining the needed social change, CSR education emerges both as a need and a tool to educate the future business elites in a socially responsible manner. They may foster individual socially responsibility through exposure to the concept and practice of corporate social responsibility. Besides universities, students, business sector, non-profits and the public sector should be considered when discussing such changes.

Three alternative solutions have been offered according to a set of criteria detailed in Annex 1. There is no perfect solution and the education system allows for flexibility of choosing tailored solutions for the local situation. The analysis of the proposed alternatives provides information on the advantages and risks entailed by each, allowing freedom of choice in the light of the specific local conditions. However, some general recommendations for the stakeholders of CSR education can be made.

Recommendations for Universities

Universities should see themselves as competitive actors in the education market, aiming to promote a diverse and high quality education for good students. Teaching techniques, methods and tools should be adapted to current societal evolutions and curricula adjusted permanently to equip graduates with the relevant theoretical and practical skills and knowledge. Integrating CSR into the business and economics curricula will transform universities in triggers for social change, acting as engaged and socially responsible actors within the community. By teaching CSR, universities, and specifically the business and economics faculties, will definitely contribute to educating the future socially responsible business elites.

Recommendations for Students

Students should take every available opportunity for personal development, included in or outside of the formal curricula, acting in a socially responsible manner both as individuals and also as members of their respective professional community. They should generate pressure upon universities to provide high quality educational services.

Recommendations for the Business and Non-Profit Sectors

The business community and the non-profits are the practitioner side of CSR education and their input in the efforts of including CSR in the higher education system is essential. Both businesses and non-profits engaged in promoting CSR should engage universities as partners, approaching their activities as student development opportunities and organizing them in collaboration with universities. The business and non-profit sectors have relevant resources on CSR and they should allow universities to use these resources for a quality educational act. In addition, they should also employ the research skills of academia to further their CSR projects and to measure CSR business and community impact.

The Ministry of Education can provide an overall framework to support such changes. It should acknowledge the value of CSR education for business and economic development in Romania, watching over the quality of the higher education provided by universities. The Ministry of Education should promote equilibrium among theoretical and practical skills and knowledge, along with planning and management of the education system in order to reach European standards in the field of business and economics higher education.

Teaching CSR will not radically change Romanian society or the higher education system. However, not teaching CSR will deprive students of development opportunities they need and expect and will undermine Romania's hopes for socially responsible business elites.

Annex 1

Evaluation of policy alternatives according to the proposed framework of analysis

Criteria \ Options	Option 1	Option 2	Option 3
1. Existence of capacity and trained people	low	low/medium	high
2. Opportunity for practical projects/activities for students	low	medium	high
3. Number of stakeholders involved in implementation	low	low/medium	high
4. Costs of implementation	medium	medium	medium
5. Degree of reaching the target group (students)	high	medium/high	low/medium
6. Quality and diversity of CSR information	low	high	high
7. Degree of integration of CSR among other knowledge	high	medium	medium
8. Compliance with reforming trends and European standards	high	high	high
9. Compliance with existing bureaucratic procedures	high	medium	medium

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¹ The study was conducted in 2001 by a team of the Babes-Bolyai University in Cluj Napoca and is part of the Black and Caspian Sea Collaborative Research, the Citizenship, Involvement, Democracy Project, coordinated by the International Research and Exchanges Board, and supported by the Starr Foundation.

² The study was conducted in 2003 by the Association for Community Relations (Romania) and Allavida (UK).

³ The data was collected by Metro Media Transylvania Institute during June 2002 from a sample of 778 businesses active in Romania.

⁴ Miroiu, M. et al. 2005. *Etica in universitati. Cum este si cum ar trebui sa fie*. [Ethics in Universities: What it is and what it should be] Bucuresti: SNSPA

⁵ The Economist. 2005a. "East, west and the gap between" in *The Economist*. Volume 377, Number 8454. November. pp. 33-4

⁶ The Economist. 2005a. "East, west and the gap between" in *The Economist*. Volume 377, Number 8454. November. pp. 33-4

⁷ Nelson, Jane. 2002. "From the margins to the mainstream: Corporate social responsibility in the global economy" in Niels Hojensgård (ed.) *It simply works better! Campaign Report on European CSR Excellence 2002-2003*. Copenhagen: The Copenhagen Center

⁸ *Green Paper on Promoting a European Framework for Corporate Social Responsibility* (Brussels COM (2001) 366 final) and a Communication from the Commission concerning *Corporate Social Responsibility: A Business Contribution to Sustainable Development* (Brussels COM (2002) 347 final).

⁹ All are cited in Matten, D. and Jeremy Moon. 2004. "Corporate Social Responsibility Education in Europe" in *Journal of Business Ethics*. April

¹⁰ For an overview of the CSR initiatives in Romania see Nicolescu, C. 2004. *Volunteerism as a Community Development Tool*. Unpublished MA Thesis: Cluj Napoca: Babes-Bolyai University or refer to [www.policy.hu/cnicolescu/CSR in Romania](http://www.policy.hu/cnicolescu/CSR%20in%20Romania).

¹¹ Matten, D. and Jeremy Moon. 2004. "Corporate Social Responsibility Education in Europe" in *Journal of Business Ethics*. April, pp. 10

¹² A PhD in Corporate Social Responsibility is offered by the Nottingham Business School in United Kingdom in cooperation with the International Center for Corporate Social Responsibility.

¹³ The faculties referred to are; The Business Faculty and the Institute of Economic Studies from Babes-Bolyai University in Cluj Napoca, The Academy of Economic Studies from Bucharest University, the Faculty of Economic Studies from The West University in Timisoara and Faculty of Economy and Business Administration in Iasi.

¹⁴ The curriculum analysis was initially planned as an in-depth analysis of the course syllabus, not only as a comparison of course titles/topics, to assess the degree of inclusion of CSR related knowledge in the business and economics faculties in Romania. Unfortunately, the practice of providing a course syllabus is not very spread in the Romanian Universities and the analysis was limited to the comparison of course topics.

¹⁵ The student survey has been conducted in October-November 2004. The questionnaires have been distributed during classes with the permission of the professor and collected immediately after they were filled in. The respondent are thus students that attend classes, as the purpose of the survey was to assess the degree of exposure to CSR related knowledge by the formal curricula.